



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of ITSE Standards

Course Number:	Course Name:	ITSE Standard
EDLD 5370 ET5398	Educational Technology Leadership Internship	TF-V: Productivity and Professional Practice

Description of the Assignment/Performance Tasks	ITSE Standard:
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points) 3. How did the relationship between the old and new 	<p>Educational technology facilitators apply technology to enhance and improve personal productivity and professional practice.</p> <p>“Although most schools usually purchase and install many types of productivity tools, educators complain that they do not have time to learn how to apply them to educational purposes” (Williamson & Redish, 2009, p. 10). As a Technology Integration Mentor (TIM), my goal is to assist my campus with finding the time to learn how to use the technologies that we have on our campus. In order to reach my goal, I created a proposal for a campus-based technology committee and I implemented multiple activities to support productivity and professional practice. During my reading assignment, I learned that ITSE Standard V provides educators and students with skills that can profoundly affect their productivity using technology and the Internet.</p> <p>I am the Technology Integration Mentor (TIM) for my campus. As a Technology Integration Mentor, I support, develop, facilitate, and use Web 2.0 technologies in order to provide mentoring and integration of technology on our campus. I also research, identify, model, and apply concepts and methods to integrate technology into Core Curriculum. TIMs discuss, evaluate, and integrate 21st Century teaching methods and technologies. We also assist students and teachers with “transforming schools into professional learning communities” (Williamson & Redish, 2009, p.109).</p> <p>In order to address the ITSE Standard V, I created a proposal for a campus-based technology committee. I suggested it includes the District Technology Department, Campus Administrators, Technology Integration Mentor (TIM), Campus Based Technician (CBT), Librarian and teachers from a variety of disciplines. I also</p>

<p>information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points) 2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points) 3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points) <p>Lifelong Learning Skills</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points) 2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points) 3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points) <p>Additional Criteria</p> <ol style="list-style-type: none"> 1. Content posted to e-Portfolio wiki/blog/Google site (1 Point) 2. Mechanics (1 Point) 3. APA Format (1 Point) 4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p>	<p>suggested that the committee meet regularly to discuss research-based decision-making, appropriate projects and goals. It should also implement projects to improve classroom & campus technology integration. In <i>Who's in Control of the Technology-Integrated School</i>, Price discussed the importance of technology planning. Price stated, "Principals will have to meet with techies to plan how technology will be organized" (Price, 2005, p.56). I think organization must be a focus for every infrastructure.</p> <p>Chapter 5 of <i>ITSE's Technology Facilitation and Leadership Standards: What Every K-12 Leader should know and be able to do</i>, provides technology leaders with a wealth of resources that increases technology and social networking. I think technology and ethical social networking are instrumental to the academic success of the 21st Century Learner. I also believe educators must be lifelong learners and should be willing to change their attitude about implementing technology. As a technology leader, I am going to promote using "technology resources to engage in ongoing professional development and lifelong learning" (Williamson & Redish, 2009, p.112).</p> <p>I have always believed that the mere presence of technologies would not enhance student learning. Educators must be willing to build local and global communities through social networking and technology integration. Educators must use the tools to enhance learning. Technology can help to create an active environment in which students not only solve problems, but they must be given the opportunity to use the technology.</p> <p>ITSE Standard V incorporates productivity and professional practices with resources available on the Internet. These resources can profoundly affect educators and students. In <i>Impact of the Internet on Teaching and Learning</i> Arsham stated, "Online learning enables you to extract information from different types of resources anytime, anywhere" (Arsham, 2002, Anatomy of online courses, para. 6). I believe one of the best features of the Internet is the ease of accessibility. I can access my email, online calendars, current events, and locate things within a matter of minutes. The Internet allows me to teach to all learning styles and it provides me with answers to those spontaneous questions kids ask. "The world's best teachers are not repositories of knowledge, but skilled navigators who lead young minds to discovery and understanding" (Arsham, 2002, Partnerships with the learners, para.1). I navigate the Internet on a daily basis to assist students and colleagues. I can attribute my success and knowledge base to the resources I have found on the Internet. Without the Internet and Distant Learning, I would not be able to obtain my Master's Degree. The Internet has had a profound impact on my life.</p>
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	<p>Arsham, H. (2002, March). <i>Impact of the Internet on Learning and Teaching</i>. Retrieved April 14, 2011, from USDLA Journal: http://www.usdla.org/html/journal/MAR02_Issue/article01.html</p> <p>Price, B. (2005). Who's in control of the technology-integrated school? <i>Principal Leadership</i>, 6(1), 51-56</p> <p>Williamson, J. & Redish, T. (2009). <i>ITSE's technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society in Technology Education, pp. 101-121.</p>
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